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ABSTRACT

Needs assessment is a systematic procedure by which educational needs are identified and ranked in order of priority. A need may be described as the measurable discrepancy between an acceptable standard and an observed level of performance. Two fundamental elements in organizing a needs assessment are a strong level of commitment on the part of those affected and the formation of a needs assessment project committee to plan, coordinate, and monitor the project. The needs assessment procedure includes six steps: (1) identify goals to narrow the scope of the assessment within the framework of the district philosophy; (2) identify objectives by translating goals into specific program objectives; (3) prioritize objectives to determine the relative levels of importance of each objective; (4) assess actual status through use of measures congruent with the objectives being measured; (5) determine descrepancies between "what should be" and "what is"; and (6) prioritize needs considering the index of need value and the quartile of the perceived prioritized objective. A continuous evaluation of the assessment process itself is recommended, focusing on the areas of process, product, participation, management, communications, and budget. (Author/JK)

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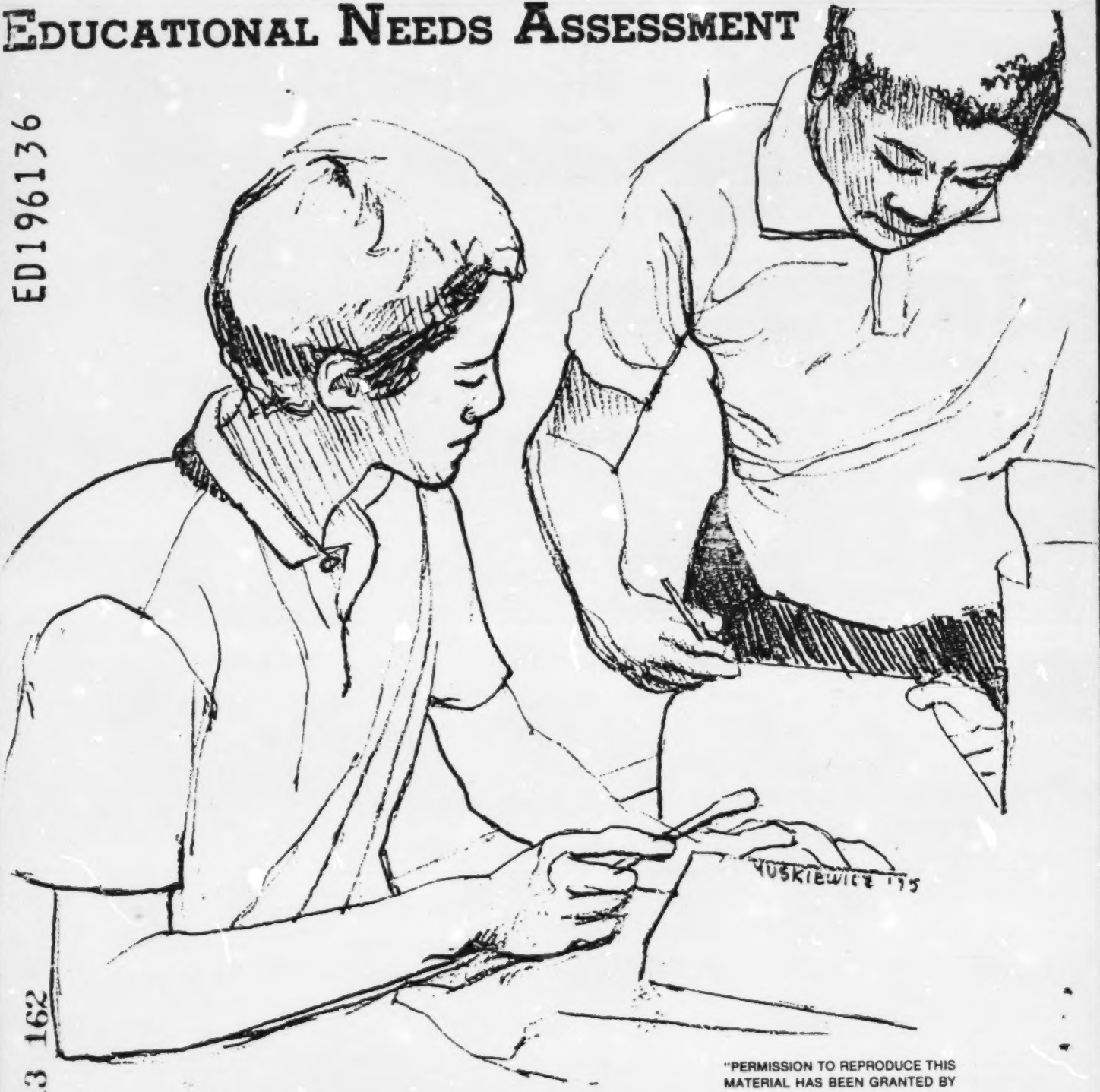

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EDUCATIONAL NEEDS ASSESSMENT

A Systematic Method for Determining Educational Need of Instructional Programs

by

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The author also wishes to thank Mrs. Loraine F. Yuskiewicz for her illustrations that appear throughout this paper.

INTRODUCTION: WHAT IS A NEEDS ASSESSMENT?

Needs assessment is a systematic procedure by which educational needs are identified and ranked in order of priority. The process involves the use of both objective (achievement test scores) and subjective (attitudinal measures) information to identify and rank educational needs. A need may be described as a condition in which there is a gap between an acceptable standard and an observed level of performance. A need, therefore, is a measurable discrepancy between "what should be" and "what is." A learner need can be interpreted in terms of product objectives that include the three domains of student learning: cognitive, affective, and psychomotor. Institutional needs, considered in terms of process objectives that relate to supportive services, are not discussed in any portion of the report.

Following the identification of student learning needs, the needs must be ranked in priority order. Since funding will be directed toward the critically identified needs in a district, this ranking is particularly important when applying for federally funded educational programs.

A needs assessment can be focused on various levels of the educational system, e.g., the national level, the state level, the school building level, the program level, or the instructional level. For example, the National Assessment of Educational

Progress provides information on student achievement at the national level. In Pennsylvania the Educational Quality Assessment Program provides information at the state and school building level. At the program level a needs assessment can focus on revisions of curriculum offerings or projects supported by state or federal funding. At the instructional level, an assessment can help to determine current learner status in regard to desired learner outcome.

DEFINITIONS

Need - the measurable difference between "what should be" and "what is," the differential between an acceptable standard and an observed level of performance.

Needs Assessment - a systematic procedure by which perceived or expressed educational needs are identified and ranked in priority order. It is an approach that measures the difference between "what should be" and "what is."

Goal- A statement of broad direction, general purpose or intent. A goal is general in nature and forms broadly stated, non-specific educational outcomes.

Objective - a quantifiable educational outcome that describes a desired state in the learner within a time frame. Objectives are subcategories of goals and are generally stated in program terms. By achieving program objectives, progress toward the goal is advanced.

Product Objective - a measurable educational outcome that specifies the degree of change in the learner resulting from some instructional treatment conducted over a specified period of time.

Process Objective - an intended result of a set of non-instructional activities, expressed in measurable terms, that may directly or indirectly affect learner performance.

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HOW TO ORGANIZE A NEEDS ASSESSMENT

The most important element in organizing a needs assessment is the level of commitment to the process by those individuals to be affected through the assessment procedure. It is essential that the local school board, administrative staff, and teaching professionals of the district are committed to the project. Otherwise, any project that attempts to assess learner needs is doomed to failure at the outset.

Once a district becomes committed to the project, a needs assessment project committee should be formed to coordinate activities. This committee will be assigned the duties of planning and monitoring the project as well as performing specific functions throughout the life of the project. The district superintendent should be responsible for appointing members to the committee. The committee should consist of at least one representative from each area: the school board, administration, teaching staff, supportive staff (Federal Program Coordinator, Guidance Counselors, etc.), Parent Advisory Council (PAC), Community Action Agency (CAA), parents, and students.

Although the committee should include as many representative groups as possible, it should not be so large as to make assignments unworkable. The district superintendent, or his appointed representative who is knowledgeable in needs assessment procedures, should also be included on the committee.

After the initial orientation and familiarization process, the committee members should set the limits of the needs assessment procedure so that the level and scope of the process can be focused and general strategy selected. Specific duties of the committee should be clearly delineated, and a time frame for needs assessment activities to be performed should be established. An example of committee tasks and the sequence of activities is presented in Appendix A. Total committee involvement must be encouraged to enhance the validity of identified needs.

NEEDS ASSESSMENT PROCEDURE

Once a suitable level of commitment has been gained and a needs assessment committee established, the needs assessment process can begin. A procedure to guide the needs assessment effort is presented in Figure 1 below.

NEEDS ASSESSMENT PROCEDURE

Step	Activity
1	Identify Goals
2	Identify Objectives
3	Prioritize Objectives
4	Assess Actual Status
5	Determine Discrepancies
6	Prioritize Needs

Figure 1

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	2 ...identify goals	3	4
	9	10	11
	16	17	18

Step 1: Identify Goals

This first step in the needs assessment process is designed to narrow the scope of the assessment within the framework of district educational goals. Educational goals are general in nature and form broadly stated, non-specific, educational outcomes. The local district philosophy can serve as a basis for the identification of critical goals. Goal statements derived from a school philosophy have the advantage of being relevant to the particular educational environment involved.

If the district does not have prepared goal statements, goals from other sources can be used. Currently, the Pennsylvania State Department of Education, through its Bureau of Educational Quality Assessment, has formulated ten goal areas which define quality education for students across the state. The Ten Goals of Quality Education serve as the basis for an assessment plan that measures student performance in both cognitive and affective areas of an individual school's educational program. A list of Pennsylvania's Ten Goals can be found in Appendix B.

The Pennsylvania Assessment Program can greatly assist the local district in providing information on the identification of the critical goals for a district's elementary, intermediate, and secondary educational programs. Through the process of goal

identification and prioritization as described in Appendix C, the needs assessment committee can identify those major goal areas upon which the assessment will focus. Once priorities of the major goal areas are identified, and the levels of the assessment specified, the next step of the needs assessment process can begin.

	2	3 *...identify objectives*	4
	9	10	11
	16	17	18

Step 2: Identify Objectives

Because of the broad and general nature of goal statements, it is necessary to translate these statements into more precise terminology. One goal statement may require from five to ten program objectives to cover the elements contained within the goal statement. Translating goals to specific program objectives provides a list of statements which identify the characteristics or skills which students should have or should acquire in attaining the goal.

The task of the needs assessment committee involves the selection of important program objectives that relate to the prioritized goals. Program objectives can be of two types: product and process. The type of objectives selected will depend on the focus of the assessment. The assessment committee should consider this aspect of objectives statements when forming the comprehensive test. From this list, a final set of objectives appropriate to the assessment can be selected to obtain perceptions of various groups concerning their rated importance. If the assessment focus is on instructional process objectives, the committee is advised to use currently available objectives banks or pools. Sources of comprehensive lists of objectives can be found in Appendix D.

Once the appropriate objectives have been selected by the committee, perceived needs can then be identified. The needs

identified are necessarily "perceived" since the needs will be based on perceptions held by various groups, and not on the actual measurement of the status of students in regard to the achievement of the objectives.

The most commonly used method to obtain data for identifying objectives is the questionnaire. Questionnaires are relatively inexpensive, easily administered, and can be given to a large number of respondents simultaneously.

The survey questionnaire should be designed and coded to elicit the information desired in regard to area and level of the assessment. A sample format for a questionnaire is shown in Figure 2. On this rating-scale questionnaire, respondents are

NEEDS ASSESSMENT QUESTIONNAIRE

Always (5) — Often (4) — Sometimes (3) — Rarely (2) — Never (1) — Do not know (0)

Should Exist		To what extent do you think our schools should help each student to:	Actually Exists
_____	A.	add, subtract, multiply, and divide fractional and decimal numbers.	_____
_____	B.	exhibit concern for the welfare and dignity of others.	_____
_____	C.	apply health and safety principles to daily life.	_____
_____	D.	understand the differences and similarities in the religions of the world.	_____
_____	E.	relate information so that he can speak and write coherently.	_____
etc.		etc.	etc.

Figure 2

asked to give their opinions or perceptions in response to specific objective statements by selecting a numbered answer that most closely expresses how they feel. The questionnaire is constructed so as to elicit double responses - "should exist" and "actually exists" - for each questionnaire statement. The two categories allow for a response to a five-point scale for each item. The responses are given numerical ratings as follow: "Always" 5 points; "Often" 4 points; "Sometimes" 3 points; "Rarely" 2 points; "Never" 1 point. A "Do not know" response receives no points, and will eliminate the objective statement from inclusion in the final tabulation of a respondent's questionnaire. Space at the end of the questionnaire should be allowed for additional comments. Anonymity of all respondents should also be insured. This questionnaire format will be further discussed in a later section of the report.

The survey form should be designed to obtain input from educators, parents, students, community members and any additional groups identified by the assessment committee. It will also be the responsibility of the committee to decide on the number of persons who should respond to the survey form. In small districts, obtaining responses may not constitute a major problem. However, in large districts a simple strategy should be designed to randomly select a representative group to be surveyed.

A useful technique for drawing a random sample of individuals is a strategy that employs the use of a table of random numbers. In all cases it is advisable to obtain responses from all school board members and district administration. If the district employs fewer than 500 teachers, a sample size of 100 would be adequate. If there are more than 500 teachers, an adequate random sampling size of 20% is recommended. Approximately 5% of the secondary students in the district should prove adequate for student representation. Sampling of parents and community members could approximate 25% to 40% of the teachers sampled in the district.* Although sample size is an important consideration, it should be remembered that representativeness in the sampling process is the most important criterion.

For the sake of cost economy, the survey form could be administered directly to educational personnel and students, and collected during regular school hours. Survey forms to parents could be sent home with students, but it might be necessary to mail questionnaires to other community members.

Upon collection of the survey forms, the assessment committee must analyze the responses. This activity begins the next step of the assessment process.

---

*Assistance in sampling design may be obtained from the staff of the Division of Research and Evaluation, Pennsylvania Department of Education.

	2	3	4
	9 *prioritize objectives*	10	11
	16	17	18

Step 3: Prioritize Objectives

Upon collection of the survey instruments from the various groups (teachers, parents, etc.) the analysis of responses can begin. In this step of the assessment, objectives perceived as educational needs are tentatively ranked in order of priority. This process will determine the relative levels of importance for each objective based on the perceptions of each group.

There are various methods by which the needs assessment committee can assign priorities to the perceived needs. In all methods, however, an average rating of each objective statement in the questionnaire is calculated for each respondent group. Thus, individual ratings of objective statements assigned under the "should exist" category, as shown in Figure 2, are used to determine an average for the objective group. Since there may be many objectives statements that result in a low average value, i.e., equal to or less than 1, these can be ruled out from further investigation by assessment committee decision. However, if any group has assigned a high level of importance to an objective, this statement should be retained for further analysis.

One method of prioritizing objectives is to take the average value for each respondent group and calculate a combined average for all groups, By this method each group will be given an equal emphasis, and a priority ranking can be obtained from the combined groups. This method assures that the perceptions of each group will be equally important.

Another method for eliminating the equal or disproportionate opinions of each group would be to weight the average score for equal groups. This method is less valid because of the difficulty in developing a satisfactory weighting scheme that would determine the importance by weight of the responses for each group.

A recommended, easily applied alternative method to the above would be to have the assessment committee consider the highest ranked objectives for each group. In this way, each group would have an equal voice and the objectives deemed most important by any one group would be considered. This method is illustrated in the example given in Appendix E.

The highest ranked objectives comprise the top priority of perceived needs. This list of prioritized needs is based solely on individual perceptions of survey respondents and information should be accepted as valid in regard to the "should exist" dimension of the assessment process. For the "actually exists" dimension, subjective perceptual data may be augmented with more objective data (achievement test scores) to ascertain actual learner status. This topic will be discussed in the next step.

Having found a number of perceived needs, the needs assessment committee should decide on limiting the number of needs to be considered further. Generally, five to ten top priority need areas can be set. Some constraining factors to be considered are (1) budget allocated (2) time consideration and (3) available resources such as staff and materials.

	2	3	4
	9	10 ...assess actual status	11
	16	17	18

Step 4: Assess Actual Status

In choosing a method for assessment, it is most important to use measures that are congruent with the objectives being measured. The method used will most likely be determined by the type of educational needs rated most important to the particular assessment. As noted earlier, the assessment may be directed toward one or all of the cognitive, affective, or psychomotor areas of the educational program. Assessment committees must define their measurements needs and select the instrument that best fits the purpose of assessment.

For the assessment of learner cognitive skills, standardized, norm-referenced measures may be the most useful. Data from these tests are available to the district through its regular testing program and can be readily accessible for use in the assessment. Standardized test results are useful when student scores are to be compared to normative groups of students taking the same test. The affective learning area may require information concerning mastery or non-mastery of specific objectives by the students. In this case a criterion-referenced testing instrument may be most appropriate. Many major test publishing companies produce this type of test. Generally, the above tests yield data expressed in percentage, percentile, or grade equivalent form.

Subjective or perceptual data on learner status may be collected by including an additional response category to the needs assessment questionnaire. This category, labeled "actually exists" on the illustrated example of Figure 2, can serve the dual purpose of gathering information about actual learner status as well as desired learner status, "should exist," in one administration of the questionnaire.

	2	3	4
	9	10	11
	16 determine discrepan~ cies	17	18

Step 5: Determine Discrepancies

The definition of an educational need refers to the difference between "what should be" and "what is." In reference to learner need, this definition implies a comparison between what the learner should know and what the learner actually knows. When the perceived rated importance for each objective has been established, and a determination of actual learner status has been made, the needs assessment committee can begin to make comparisons to determine the discrepancy between the two states. Discrepancy values are derived by simply subtracting actual learner status "actually exists" from the perceived standard "should exist." The discrepancy value then becomes a numerical expression of the degree of educational need.

When standardized testing procedures are employed in the assessment, discrepancy values can be computed from data. For each objective, actual learner status expressed as a per cent can be easily ascertained from the standardized test used. The "should exist" standard for comparison, however, is subjectively established. The needs assessment committee, working with other district personnel, should jointly decide on standards for each of the prioritized objectives. Figure 3 provides an example of discrepancy scores determined from hypothetical percentage data, with standardized test results forming the "actually exists" category, and arbitrarily established standards forming the "should exists" category.

PERCENTAGE DATA

Objective	Should Exist	— (minus)	Actually Exists	= (equals)	Discrepancy
A	84%		87%		-03%
B	71%		41%		+30%
C	90%		80%		+10%
D	75%		60%		+15%
E	50%		43%		+07%
etc.	etc.		etc.		etc.

Figure 3

In many cases it may be possible to determine discrepancies directly from the needs assessment questionnaire data by using the format illustrated in Figure 2. From the distribution of discrepancy values for each questionnaire item, an average discrepancy for all groups represented in the assessment can be calculated. An example of this method is provided in Figure 4.

NUMERICAL RATING DATA

Objective	Should Average	— (minus)	Actual Average	= (equals)	Discrepancy (Index of Need)
A	4.5		3.0		+1.5
B	5.0		2.2		+2.8
C	3.2		3.5		-0.3
D	4.7		1.0		+3.7
E	4.2		3.5		+0.7
etc.	etc.		etc.		etc.

Figure 4

Once the committee has determined the discrepancy values for all the objective statements considered in the assessment, the task is to identify those objectives which indicate below standard performance. Resulting discrepancy values may be zero, negative, or positive. If the discrepancy is zero, the objective is being achieved satisfactorily. If the discrepancy is negative, above standard performance on the objective is being made. A positive discrepancy would indicate that the objective is not being met and is therefore an educational need.

At this point the committee should remove from consideration those objectives which have zero or negative discrepancy values, i.e., cases where the actual value is greater than or equal to the "should" value. These objectives may be eliminated because they are met or exceeded and therefore are not considered needs. Only those objectives that have the greatest positive average discrepancy should be considered, for these values express the greatest needs. The greater the positive average discrepancy value, the greater the need. The resulting discrepancy score can be termed an "Index of Need." This index will be discussed further in the next step.

	2	3	4
	9	10	11
	16	17 *prioritize needs*	18

Step 6: Prioritize Needs

In this step the objective statements, now expressed as educational needs, are ranked in priority order. In the prioritization procedure, two factors are considered for each objective: (1) the index of need value; and (2) the quartile of the perceived prioritized objective. To obtain a single rating for each objective, both factors are combined, using a matrix of needs as shown in Figure 5.

For example, using the index of need values for objectives A through E (see Figure 4)

NUMERICAL RATING DATA

Objective	Should Average	— (minus)	Actual Average	= (equals)	Discrepancy (Index of Need)
A	4.5		3.0		+1.5
B	5.0		2.2		+2.8
C	3.2		3.5		-0.3
D	4.7		1.0		+3.7
E	4.2		3.5		+0.7

(from Figure 4)

and the perceived priority objective quartiles (see Appendix E),

Perceived Priority Objectives Quartiles			
5 Very High	4 High	3 Low	2 Very Low
Obj. C Obj. D	Obj. B	Obj. E	Obj. A

(from Appendix F)

each objective is placed in a cell and assigned a numerical ranking. The coordinate point, designated by the numbered cells, provides a ranking for each objective. From the matrix illustrated in Figure 5, the objectives would be placed in the following numbered cells:

Objective A, cell #2 (Index of Need = +1.5; Perceived Priority: Very Low)

Objective B, cell #5 (Index of Need = +2.8; Perceived Priority: High)

Objective C, negative value - not plotted (Index of Need = -0.3; Perceived Priority: Very High)

Objective D, cell #7 (Index of Need = +3.7; Perceived Priority: Very High)

Objective E, cell #2 (Index of Need = +0.7; Perceived Priority: Low)

Objectives placed in the higher numbered cells indicate educational needs having the higher priority. In this example, the plotted objectives would be ranked in order of priority: Objective D - highest; Objective B - next; Objectives A and E - lowest. The procedure is continued until all identified needs are ranked in priority order.

MATRIX OF NEEDS

Index of Need	Perceived Priority Objectives Quartiles			
	5 Very High	4 High	3 Low	2 Very Low
+4.99 +4.00	8	7	6	5
+3.99 +3.00	7 Obj. D	6	5	4
+2.99 +2.00	6	5 Obj. B	4	3
+1.99 +1.00	5	4	3	2 Obj. A
+0.99 +0.00	4	3	2 Obj. E	1

Figure 5

Once the final list of ranked needs is formed, the needs assessment task is complete. The results of the process is a validated list of how well the school and/or district are performing in relation to specific goals and objectives.

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EVALUATION OF THE NEEDS ASSESSMENT

Needs assessment is a systematic procedure by which educational needs are identified and ranked in priority order. It is designed to improve school program planning. In order to make sure that the process aids school planning efforts to maximum effectiveness, a continuous evaluation of the assessment process itself is recommended.

Criteria and questions for evaluation of the needs assessment are provided in Appendix F. These criteria focus on the areas of process, product, participation, management, communications, and budget. The questions posed for each area can assist project personnel in evaluating the effectiveness and level of accomplishment of their assessment process.

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APPENDIX A

COMMITTEE TASKS AND ACTIVITIES SEQUENCE

	Who	Does What	When Completed
1.	Superintendent	- appoints NA Committee	August 1
2.	Superintendent	- orients NA Committee	August 30
3.	NA Committee	- formulates NA plan - identifies goals - identifies objectives - designs questionnaire - samples survey respondent groups	September 30
4.	Survey Respondents	- return questionnaires	October 15
5.	NA Committee Clerical Staff	- analyzes questionnaire results	November 15
6.	NA Committee	- prioritzes objectives	December 1
7.	NA Committee Professional Staff	- determines measures to assess learner status	December 15
8.	NA Committee Professional Staff	- assesses actual learner status	April 1
9.	NA Committee	- determines discrepancies	May 1
10.	NA Committee	- prioritizes needs - prepares final list of needs - writes report	May 30
11.	Federal Program Coordinator Professional Staff	- identify eligible learners (For Title I Needs Assessment)	June 30

APPENDIX B

PENNSYLVANIA'S TWELVE GOALS OF QUALITY EDUCATION

(Adopted by the State Board of Education on March 8, 1979)

COMMUNICATIONS SKILLS

Quality education should help every student acquire communication skills of understanding, speaking, reading and writing.

MATHEMATICS

Quality education should help every student acquire skills in mathematics.

SELF-ESTEEM

Quality education should help every student develop self-understanding and a feeling of self-worth.

ANALYTICAL THINKING

Quality education should help every student develop analytical thinking skills.

UNDERSTANDING OTHERS

Quality education should help every student acquire knowledge of different cultures and an appreciation of the worth of all people.

CITIZENSHIP

Quality education should help every student learn the history of the nation, understand its systems of government and economics and acquire the values and attitudes necessary for responsible citizenship.

ARTS AND THE HUMANITIES

Quality education should help every student acquire knowledge, appreciation and skills in the arts and the humanities.

SCIENCE AND TECHNOLOGY

Quality education should help every student acquire knowledge, understanding and appreciation of science and technology.

WORK

Quality education should help every student acquire the knowledge, skills and attitudes necessary to become a self-supporting member of society.

FAMILY LIVING

Quality education should help every student acquire the knowledge, skills and attitudes necessary for successful personal and family living.

HEALTH

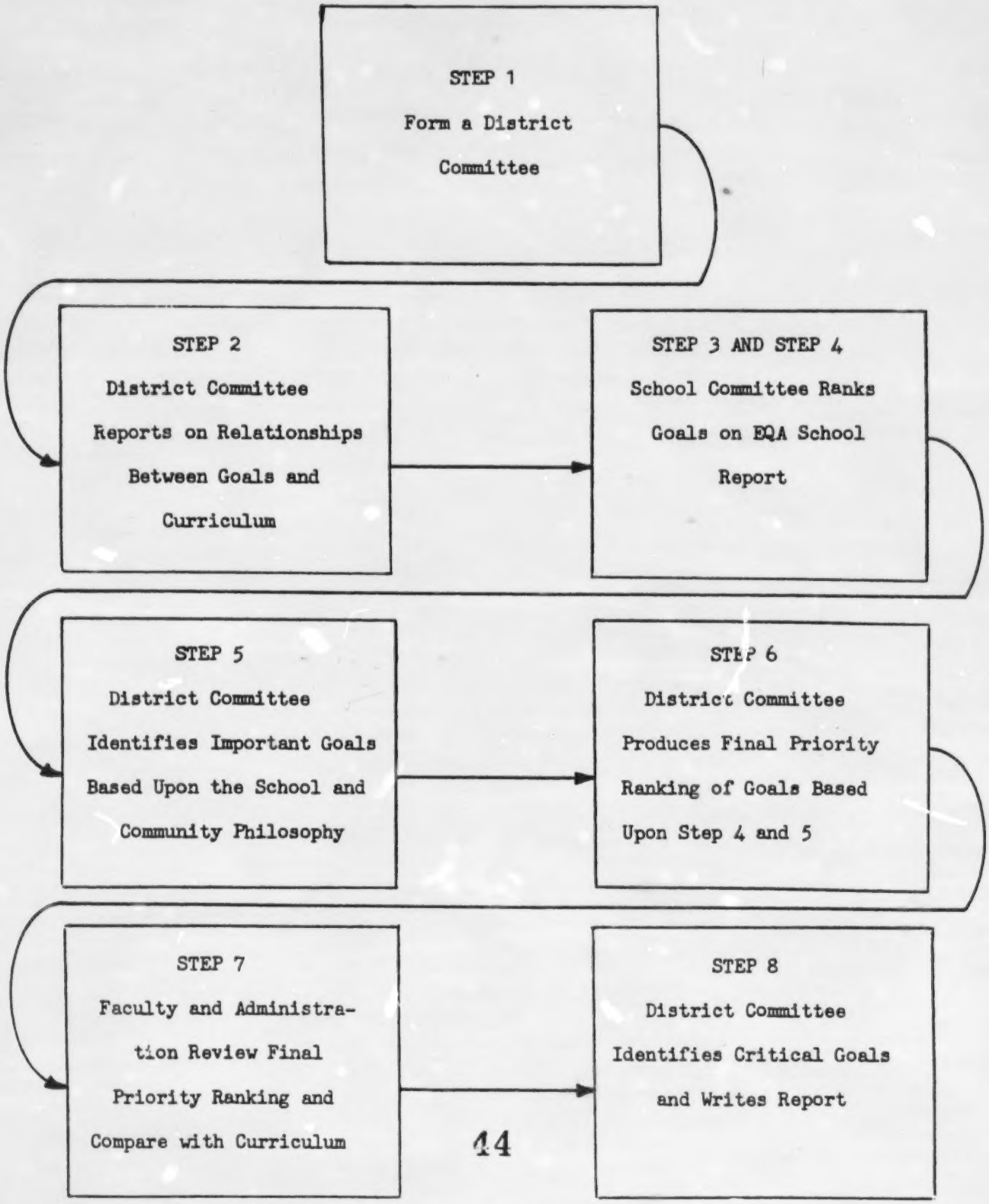
Quality education should help every student acquire knowledge and develop practices necessary to maintain physical and emotional well-being.

ENVIRONMENT

Quality education should help every student acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment.

APPENDIX C

IDENTIFICATION AND PRIORITIZATION OF GOALS FLOW CHART*


STEP 1
Form a District Committee
STEP 2
District Committee Reports on Relationships Between Goals and Curriculum
STEP 3 AND STEP 4
School Committee Ranks Goals on EQA School Report
STEP 5
District Committee Identifies Important Goals Based Upon the School and Community Philosophy
STEP 6
District Committee Produces Final Priority Ranking of Goals Based Upon Step 4 and 5
STEP 7
Faculty and Administration Review Final Priority Ranking and Compare with Curriculum
STEP 8
District Committee Identifies Critical Goals and Writes Report

* From Guerriero, Carl A. "Suggested Methods for the Identification of Critical Goals." Harrisburg, Pennsylvania: Pennsylvania Department of Education, 1975.

APPENDIX D

SOURCES OF COMPREHENSIVE LISTS OF OBJECTIVES

*CTB/McGraw-Hill
Department of Programs and
Services
Del Monte Research Park
Monterey, California 93940

*Educational Progress
Educational Development
Corporation
4900 South Lewis Avenue
P.O. Box 45663
Tulsa, Oklahoma 74145

*Instruction Objectives Exchange (IOX)
Box 24095
Los Angeles, California 90024

*Southwest Regional Laboratory for
Educational Research and Development
4665 Lampson Avenue
Los Alamitos, California 90720

*Training Project
Center for Study of Evaluation
145 Moore Hall
University of California at Los Angeles
Los Angeles, California 90024

APPENDIX E

PRIORITIZATION OF OBJECTIVES

Step 1. Determine the highest averaged objectives for each group.

Objective	Parents	Teachers	Administration
A	3.8	3.1	3.9
B	4.2	3.5	4.7
C	5.0	4.4	4.3
D	3.5	5.0	4.9
E	4.0	3.8	3.5
etc.	etc.	etc.	etc.

Step 2. Rank the highest averaged objectives within each group. (The higher the average the higher the ranking); and list the final rank according to the highest rank for any single group.

Objective	Parents	Teachers	Administration	Final Rank
A	2	1	2 →	2
B	4	2	4 →	4
C	5	4	3 →	5
D	1	5	5 →	5
E	3	3	1 →	3
etc.	etc.	etc.	etc.	etc.

Step 3. Assign priorities by highest ranking objective for any single group according to the final rank above.

Perceived Priority Objectives Quartiles			
5 Very High	4 High	3 Low	2 Very Low
Obj. C Obj. D	Obj. B	Obj. E	Obj. A

APPENDIX F

EVALUATION CRITERIA AND QUESTIONS*

1. Product - the identified and prioritized needs.

   a. Were learner needs identified?
   b. Were needs ranked in order of priority?
   c. Were needs useful in program planning efforts?
   d. Were needs appropriate for consideration in budget preparation?
   e. Were needs appropriate for consideration in allocation of resources such as staff, time, and materials?

2. Process - the method for need determination and validation.

   a. Was the needs assessment process clear to all participants?
   b. Was the collected data comprehensive enough for identification of needs?
   c. Was the method for data collection satisfactory to all participants?
   d. Was the method for validation of identified needs satisfactory to all participants?
   e. Was the procedure for data analysis satisfactory to the needs assessment committee?

3. Participation - the method for choosing and involving representative groups.

   a. Was the method for selection of participants fair?
   b. Were all concerned groups represented and actively involved?
   c. Were the participants able to express their views equally?
   d. Could significant minority opinion be presented?

4. Management - those who manage the needs assessment project.

   a. Was the administration committed to the process?
   b. Was the administration committed to resolving the identified needs?
   c. Were the lines of responsibility for conducting the needs assessment clearly established?
   d. Did the needs assessment committee have adequate training for conducting the needs assessment?

5. Communication - participant understanding of their role in the assessment project.

   a. Did all participants understand the purpose of the needs assessment project?
   b. Were individuals informed as to how they could participate?
   c. Were participants notified of the results of the project?
   d. Were project results made public?

6. Budget - time and money allocations for the needs assessment.

   a. Was the amount of money allocated sufficient?
   b. Was the amount of time and money expended worth the results?

* From Kaplan, Bernard, et. al. Needs Assessment in Education: A Planning Handbook for School Districts. Trenton, New Jersey: New Jersey Department of Education, 1974.